

### Abstract

**Objective:** One of the main tasks of education is to increase students' knowledge about the dangers of drug addiction. The present study seeks to investigate the content of drug addiction in book of Social Studies. **Method:** A mixed method was used in this study to identify the components of drug addiction via descriptive analysis and then to evaluate and analyze the social studies curriculum through content analysis. The content of the book of Social Studies in the eighth grade of junior high school published in 2014 was the statistical population of this study and the sampling was done in a purposive method. The Inventory of Textbook Content Analysis, Inventory of Activity Analysis, Worksheets, and Inventory of Picture Analysis Drafts were used as data collection tools. Following the study of theoretical foundations and legal framework, the proposal was developed and its validity was determined by Educational Sciences experts and other relevant experts. This book consists of 12 chapters and 190 pages and was analyzed based on the analysis unit of sentence. The sentences in the textbook, the text of activities, and also the images in the course books constituted the analysis units. **Results:** In total, 18%, 28%, 17%, and 36% of the content in Social Studies curriculum of the eighth grade pertained to concepts related to drugs, the variety of injuries, causes of tendency to drug use, and methods of drug use prevention, respectively. **Conclusion:** According to the results, less attention has been paid to the causes of tendency to drug use and the variety of narcotic drugs in this textbook and, thereby, it needs to be given more attention.

**Keywords:** curriculum, drug addiction, content analysis

## The Curricular Analysis of the Book of Social Studies in the Eighth Grade of Junior High School based on Prevention of Drug Addiction

Soghra Ebrahimi-Ghavam, Yahya Mohammadi

### Soghra Ebrahimi-Ghavam

Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran

### Yahya Mohammadi

Expert of Center for Education and Development, Birjand University of Medical Sciences and PhD student of curriculum planning, Allameh Tabataba'i University, Tehran, Iran. E-mail: Y\_mohammady\_29@yahoo.com



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## Introduction

Addiction is one of the most important social problems in the society which is associated with many consequent problematic issues in medical, psychiatric, family, occupational, legal, financial, and spiritual affairs. Addiction not only involves the individual's life, but also creates many disadvantages for the family and society and imposes many burdens on them. Like any other disorder, addiction requires management of treatment over time (Safari Hajat Aghaei, Kamali, Dehghani Firoozabadi, & Esfahani, 2014). The problem of addiction and narcotics, as a social harm in today's world, is one of the important issues that has become a complex problem in most countries (Barfi, 2005). The increasing trend of drug addiction and drug abuse severely affects various countries and communities as a socio-psychological, economic, and health problem (Eslamdoost, 2013).

Despite the worldwide efforts that have been made to address the issue of addiction and drug use, the prevalence and use of narcotics in various age groups, especially among adolescents, still continues to rise (Zeinali, Vahdat & Hamednia, 2007). This causes the loss of human resources of the community and, consequently, brings about an increase in costs. The United Nations has placed chemical and psychotropic drugs in the same problematic position as three other world crises, namely nuclear weapons, population growth, and environmental pollution (Ahmadvand, 2011). Over the past several years, major attempts have been made to fight against the supply of addictive substances; however, no major success has been achieved ultimately for our country. In recent years, activities towards demand reduction have been considered as a new strategy. One of the main goals of this program is to pay attention to the awareness of the various strata of society, especially the key people, about the recognition of the addictive substances, their complications, and their symptoms (Koofi, 2003). For the achievement of this goal, a comprehensive effort is needed to promote and develop clear and long-term policies that enjoy the active participation of the community and close coordination with all sectors of society (Asgari, 2001; Karami, 2002). One of the main stages of human development is the adolescence and youthful period that is full of pressure and tumultuous. In this period, uncertainty about identity and role causes many problems for adolescents and makes them vulnerable and insecure. It can create a tendency toward narcotics (Mousavi, Mirza Mohammadi, & Massah, 2013). Drug use starts at the high school period in many people; therefore, one of the ways to reduce drug use in adulthood is its control during adolescence, which is the responsibility of the Ministry of Education. Students' knowledge about the concepts, types, injuries, causes, and preventive ways of drugs is essential in order to prevent drug use tendency (Esfandiari, 2010). The students who are familiar with these concepts are more successful in the establishment of proper relationships with other students (Rashidi, 2008). Studies have shown that

education and training in addiction prevention programs is one of the most effective, least costly, and most popular methods that is used in different cultural, social, and economic conditions. However, what should be precisely taken into consideration is the appropriateness of the drug prevention curriculum with the cultural, social, and economic context of each society. More importantly, in the Comprehensive Study on Drug Preventive Training, schools always have a special place (Mehryar, 1997). Therefore, the education system plays a key and indisputable role in demand reduction and the programs that are focused on the prevention of students' tendency towards addiction. Regarding the fact that the use of addictive drugs is considered as one of the most important problems of today's age, education in the present age is a very difficult and complicated task. Today's education does not carry the responsibility of transferring the cultural heritage of the past; however, conscious education includes a set of measures that provide educational opportunities through which children and young people can develop their natural talents (Ghasemi, 2014).

Secondary schools are good places for the implementation of the addiction prevention program because adolescents spend some part of their time in schools. The students' level of knowledge about the harmfulness of substances and health-related, personal, and social consequences can be increased during the period of study. To this end, the information should be included in various textbooks, such as Persian Literature, Foreign Language, Biology, Sciences, History, Geography, Social Sciences, Religious Education, and Ethics and Islamic Teachings. In order for students to become acquainted with various aspects of drugs and the result of drug abuse, it is necessary that the content be repeated in a simple but interesting way in different lessons and successive years; in this way, the learned lessons are not immediately forgotten (Moosavi et al., 2013). Therefore, textbooks should be formulated based on educational goals and adapted to new ways in order to improve the quality of students' growth dimensions in all dimensions and fields (Nikbakhsh, 2008). In the development and design of the content of textbooks, attention is drawn to the principles and criteria of content selection in accordance with the goals, needs, and interests of the learner. It is also necessary to increase social skills and the power of saying no, and pay attention to the types of trauma and injuries caused by drugs, the causes and solutions for prevention, and the need for its application in real life.

The results of research conducted in most developed countries show that the primary prevention, which is the same as education about narcotics, has been identified as the most important goal and has been able to make advances in reducing demands and the number of addicts for more than three decades (Karami, 2002). Mohammadi & Asadzadeh (2014) indicated that there is a positive relationship between the level of awareness about drugs and primary students' negative attitudes about drugs. Rahmati (2015) showed that training on changing attitudes and creating a negative attitude toward substance abuse is effective in three areas of cognitive, attitudinal, and behavioral affairs. Mirjani-

Aghdam, Farhadi, Eftekhari, & Fadaea (2011) showed that the mean score of knowledge before and after intervention on drug complications has been significant in all three primary, secondary, and high school levels. Eisen, Zellman, Masset, & Murray (2002 & 2003) and Botvin, Baker, Dusenbury, Tortu, & Botvin (1990) showed that coping and cognitive-behavioral learning programs can be effective in the prevention of drug use. According to the results, it can be stated that education has been effective in increasing the level of students' knowledge about addiction and its complications.

Today, schools' management is unaware of the students' life cycle and has no control over it. As a result, social poisoning penetrates rapidly among students, and students are quickly influenced by it since they do not have any proper model at their disposal. Therefore, they easily accept any kind of norm-breakings, indiscipline, and extremes. According to experts, the educational role of schools should get started from childhood and primary school level and should follow up to high school and university. This program aims to persuade adolescents and young people not to use addictive substances, to inform them of the dangers of such substances, to strengthen the morale of people in schools and universities, to direct young people towards adopting a healthy lifestyle, and to provide special support for the groups that are prone to addiction (Ejtehad, 2000). In this regard, content in textbooks is one of the most important elements of the curriculums that is presented to students in order to allow them to enter educational activities and make it possible for them to achieve executive goals (Hajizadeh & Atashak, 2015). Content is very important for teachers as educators, and it is possible to teach this content to students through the improvement of their knowledge in such a way that it can be effective in addiction prevention. For the selection and application of an appropriate strategy for educating teachers, it is required to know their needs and their levels of knowledge and awareness.

All the studies conducted in this area have emphasized the importance of school education in the reduction of addiction and attitudes toward addiction. However, the types of training that are introduced in curriculums are, indeed, practical and periodic education and no importance has been assigned to the development of coherent content for the curriculum of addiction prevention in high school textbooks. Now, considering the status of knowledge and awareness about drugs in students' future life and the importance of how to develop and formulate the content and present it through textbooks to students, this study seeks to analyze the content of the book of Social Studies in the eighth grade of junior high school based on prevention of drug addiction.

## **Method**

### **Population, sample, and sampling method**

A mixed method was used in this study. In the first stage, the characteristics and components of drug addiction were identified through a descriptive

(exploratory) research method. The second stage of the study was to analyze the content of the curriculum of the Social Studies Book of the eighth grade. At this stage, the research method was documents' content analysis. The statistical population of this study included the content of the book of Social Studies in the eighth grade of junior high school published in 2014, which consists of 12 chapters and 190 pages; and the sampling was performed in a purposive method. The Inventory of Textbook Content Analysis, Inventory of Activity Analysis, Worksheets, and Inventory of Picture Analysis Drafts were used as data collection tools. Following the study of theoretical foundations and legal framework, the proposal was developed and it was offered to Educational Sciences experts and other relevant experts. After examining book content, the professors presented their guidance and corrective comments. After making a summary of their comments, the researchers compiled the components and developed a list in the form of a final checklist. In order to ensure the reliability of the content analysis, the prepared checklist was offered to a doctoral student of curriculum development and he was asked to study the curriculum in parallel with the researcher and analyze the content. The retest reliability between the independent measurements of two researchers was obtained equal to 79%, which indicates the high degree of reliability. The unit of analysis was the sentences contained in the textbook, the text of the activities, and the images contained in the textbooks.

## Results

In study of social studies book of 8<sup>th</sup> grade about rate of introduction to drug, in 12 chapters of this book which has 190 pages only third chapter entitled has pointed adolescents and the law in this regard. Table 1 provided the percentage of the total number of chapters in the book.

**Table 1: The number of pages of chapters in social studies book of 8th grade**

chapters	<i>Title</i>	<i>Frequency</i>	<i>Percentage</i>
<b>First</b>	Cooperation	12	6.2
<b>Second</b>	The government's role in running the country	10	5.2
<b>Third</b>	adolescents and the Law	11	6.7
<b>Fourth</b>	Age of Communication	12	6.3
<b>Fifth</b>	The Hara to Nineveh	15	7.8
<b>Sixth</b>	New era in Iranian history	13	6.9
<b>Seventh</b>	Ghaznavian the invasion of Genghis Khan	13	6.9
<b>Eighth</b>	Mongol and Timurid era	14	7.3
<b>ninth</b>	Asia, the largest continent	16	8.4
<b>Tenth</b>	Iran's position in its region and Southwest Asia	16	8.
<b>Eleventh</b>	Europe and Africa, two different faces	15	7.8
<b>Twelfth</b>	New Continent	22	11.5
<b>Worksheets</b>		20	10.5
<b>total</b>		190	

As table only chapter of 3 with 5.7% has been related to subject .According to the basic concepts of descriptive statistics, the drug is provided in the table below

**Table 2. Descriptive statistics of the drug according to the main concepts in social studies book of 8th grade**

<i>concept</i>	<i>Component</i>	<i>Indicators</i>	<i>Lesson's Components</i>							
			<i>Content</i>		<i>Image</i>		<i>Activities</i>		<i>tasks</i>	
			<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Training dealing with the drug prevention	Concepts of drug	Attention to the definition of drug	6	37.5	-	-	-	-	-	-
		Attention to variety of drugs	2	12.5	1	25	-	-	1	100
		Attention to the rules of crime and drug use	4	25	3	75	2	66.7	-	-
		Understanding of Addictive Drugs	1	6.2	-	-	-	-	-	-
		Recognizing the importance of physical activity	3	18.8	-	-	1	33.3	-	-
	total cases related to components		16	100	4	100	3	100	1	100

As can be seen in Table 2 of 16, including drug-related concepts, index according to the definition used drugs such as 6 and lowest ratios understanding of addictive drugs with 1 sentence. Most of the images and asked the students activities related to the index due to crime and drug usage rules

Descriptive statistics of injuries due to drug use is presented in the table below.

**Table 3: Descriptive statistics about rate of attention to substance abuse trauma in social studies book of 8th grade**

<i>concept</i>	<i>Component</i>	<i>Indicators</i>	<i>Lesson's Components</i>							
			<i>Content</i>		<i>Image</i>		<i>Activities</i>		<i>tasks</i>	
			<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Training to deal with drug prevention	Methods of drug prevention	Attention to the social damage	3	12	2	100	3	30	1	-
		Attention to the negative effects of drug use on the health of the body	7	28	-	-	1	10	-	-
		Attention to family damage	4	16	-	-	3	30	-	-
		Attention to economic damage	1	0.04	-	-	1	10	-	-
		Attention to the social damage	2	0.08	-	-	1	10	-	-
		Due to the damage	3	12	-	-	1	10	-	-
		The impact of addiction on academic failure	1	0.04	-	-	-	-	-	-
		How addiction, AIDS and hepatitis, and ...	4	16	-	-	-	-	-	-
	total cases related to components		25	100	2	100	10	100	1	100

As Table 3, from total of 25 sentences related substance abuse trauma, most used indicators due to the negative effects of drugs on the health of the body with 7 sentences and the lowest index understanding of the economic damage and the

impact of addiction on academic failure with 1 sentence. Most of the asked images and activities from students were related to social vulnerability index of family. Descriptive statistics in regard to the causes of substance abuse is provided in the table below.

**Table 4: Descriptive statistics in regard to the causes of substance use in social studies book of 8<sup>th</sup> grade**

<i>concept</i>	<i>Component</i>	<i>Indicators</i>	<i>Content</i>		<i>Lesson's Image</i>		<i>Components Activities</i>		<i>tasks</i>	
			<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Training to deal with drug prevention	Methods of drug prevention	Attention to the lack of religious beliefs	1	6.6	-	-	2	14.4	-	-
		Analyze how the to live in poor families	2	13.3	-	-	2	14.4	-	-
		Analyze how the friends	2	13.3	-	-	1	7.1	-	-
		Analyze how the media	-	-	-	-	1	7.1	-	-
		Analyze how poverty and deprivation	-	-	-	-	1	7.1	-	-
		The needs of youth and adolescence	8	53.3	4	100	4	29	-	-
		Analyze how polluted environment and easy access	-	-	-	-	1	7.1	-	-
		Analyze how academic failure	1	6.6	-	-	1	7.1	-	-
		The bitter experiences of life (divorce, perceived discrimination, etc.)	1	6.6	-	-	1	7.1	-	-
		<b>total cases related to components</b>	15	100	4	100	14	100	-	-

As Table 4, from the total of 15 sentences related to factors affecting the tendency to addiction drug, most indicators used according to the needs of youth and adolescence with 8 sentences and the lowest indicator of media, poverty and the environment contaminated with 0 such. Most also used images of students were according to the needs of youth and adolescents. Regarding the prevention of drug descriptive statistics presented in the table below.

**Table 5. Descriptive statistics in regard to the prevention of substance use in social studies book of 8th grade**

<i>concept</i> <i>Component</i>	<i>Indicators</i>	<i>Content</i>		<i>Lesson's Image</i>		<i>Components Activities</i>		<i>tasks</i>	
		<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<b>Training to deal with drug prevention</b>	Method of enhance strengthening of religious beliefs	2	6.2	-	-	2	8.6	-	-
	Method of adolescents' self-awareness	10	31.2	4	57.1	6	26	-	-
	The importance of a healthy family and intimacy in the family	3	9.3	1	14.2	2	8.6	-	-
	The importance of physical activity	1	3.1	-	-	1	4.3	-	-
	Understanding the role of society in reducing addiction	3	9.3	-	-	1	4.3	-	-
	Understanding the rules of addiction	5	15.6	1	14.1	3	13	-	-
	Tell stories about the lives of addicts	-	-	-	-	1	4.3	-	-
	Recognizing the difficulties coping skills	5	15.6	1	14.2	4	17.3	-	-
	Understanding the coping skills to stress and anxiety	1	3.1	-	-	1	4.3	-	-
	Ways to increase assertiveness and self-confidence	1	3.1	-	-	1	4.3	-	-
	Skills to say no to unreasonable demands	1	3.1	-	-	1	4.3	-	-
	total cases related to components	32	100	7	100	23	100	-	-

As shown in Table 5, it can be seen from total of 32 sentences including those relating to the prevention of drugs, most used indicators were according to method of self-knowledge in adolescents with 10 sentences and the lowest index was stories about the lives of addicts with 0 sentence. Most of the images and asked the students to activities of self-realization according to the index in adolescence.

### Discussion and Conclusion

Considering the results of library and field studies and also the tangible needs of society, it is an inevitable necessity to increase the knowledge and attitude of high school students in schools based on national and prospective benefits. In this research, we tried to investigate various aspects of scientific and practical subjects in the junior high school curriculum. The Social Studies book pertaining to the eighth grade of junior high school has been developed and designed in 2014 in such a way that it can increase students' knowledge and awareness. In this book, students' learning has been converted from a passive and dry mode into a dynamic and active style. The parts of the involved activities, make use, the worksheets, etc. all have increased the level of engagement and student activity in the class more than before. However, the theoretical discussion in the book suggests that the use of them in everyday life requires practical training.



Self-care skills and awareness of various types of drug injuries and preventive methods are essential and important needs in the lives of students and adolescents. According to the results, from the whole curriculum of the Eighth Social Studies Book, 18% of the content has referred to the concepts pertaining to narcotics, 28% of it refers to the types of injuries, 17% of it refers to the causes of tendency to narcosis, and 37% of it refers to drug prevention methods. Accordingly, less attention has been paid to the causes of drug-related tendencies as well as the types of drugs in this course, which require more attention. Of course, the book authors are seeking to increase the volume of classroom and collaborative activities of students. Therefore, they have considered a low volume and space for the book so that teachers can teach and increase student participation with the least concern. For this reason, the absence of any reference to some of the concepts of addiction can be attributed to this issue.

On the whole, the findings show that the degree of attention to each component of the addiction prevention approach is different so that the component of prevention methods has taken up the highest frequency and the causes of tendency to drug use has taken up the least frequency. In general, it can be concluded that some of the components of drug use prevention have been paid less attention or no attention at all in the content of official textbooks, while physical and mental health is the most important factor in the progression and guarantee of the survival of society. The design, implementation, and management of developmental programs in the self-care dimension underlies the basic concepts of health more than any other factor (Spear, 2001). Izadi et al. (2010) also argue that health education is one of the factors of economic and social development and leads to the improvement of the efficiency of health services, the increase of productivity, cost reduction, the increase of production (through increasing the level of individuals' health) by reducing drug addiction and its consequences, social transformation, and people's sense of responsibility towards their daily lives. Ultimately, self-care and health education can lead to the intellectual transformation of the public.

It should be noted that the attitudes and habits that are formed during adolescence play a significant role in decision-making during adolescence; hence, the junior high school education is the foundation of higher courses and student's experiences. If these experiences are relevant, they can be more encouraging, helpful, and effective, and can be accompanied by ongoing learning. Therefore, it is better to start teaching concepts from this period even to a small degree and to complete it in the next programs. In this regard, textbooks must be responsive to the emotional and social needs of students, satisfy students' curiosity, give them the opportunity to identify themselves and the world around them, value them, and create hope and calmness for them. Accordingly, two main strategies are at play in providing and developing the content of drug addiction prevention in schools: a) The curriculum should be operative with an emphasis on life skills and social skills along with the

observance of the principles governing the curriculum, especially vertical and horizontal integrity and coherence. b) The extracurricular program should also be designed and implemented in the form of attractive, pleasant, and appropriate educational programs in accordance with the interests of children, adolescents, and young people. In addition, they should be designed and implemented in a manner consistent with the values in such a way that a healthy and friendly atmosphere can be created and, thereby, students' commitment and interest can be attracted.

Finally, the following suggestions are presented according to the results of the research:

1. Developing horizontal and vertical tables of curriculum pertaining to different academic programs with the approach of providing awareness about drug use
2. Designing content, activities, images and so on in accordance with the addiction prevention approach in different educational settings.
3. Utilizing an interdisciplinary and integrated approach in formulating the content of addiction prevention programs in different educational settings.
4. Paying attention to pre-school addiction prevention programs until the end of general education.
5. Emphasizing the skills-based and practical dimensions in teaching the skills pertaining to the prevention of drug abuse in various curricula, especially in high school education
6. Paying attention to the curriculum in high schools
7. Designing extracurricular hours for high school students in the form of attractive, pleasant, and relevant educational programs should also preserve students' cultural and religious values.
8. The theoretical and research backgrounds of addiction prevention should address the identification and reduction of individual, familial, and socioeconomic factors of addiction potential in the national and ecological expanses, should also consider the promotion of protective and preventive factors.
9. The teaching of self-care and addiction prevention concepts in the form of story and poetry (along with its interpretation) in high school textbooks, as well as direct teaching methods, can make the learning process more effective than the past.
10. The curriculum should lay emphasis on life skills and social skills in high schools and should observe the principles governing the curriculum, especially the vertical and horizontal integrity and coherence.
11. The precise understanding of the stages of students' development and growth, especially the transformations and changes in the maturity period of high school students and learning theories in this period can lead to the acquisition of basic life skills (problem-solving, creative thinking, critical thinking, communications and empathy, and coping with high-risk

situations), social skills, and, finally, self-care. In other words, an individualistic or a holistic approach or a set of views or meta-views can be applied in the teaching of addiction prevention according to the different theoretical viewpoints in learning, such as behavioral, thematic, social, growth-oriented, cognitive, and humanistic viewpoints.

The following applied suggestions can also be effective in prevention:

1. Use of workshops in such a way that students can be fully acquainted with the various types of drugs and harms
2. Storytelling in the classroom by the treated addicts about their addiction can be effective in informing students.
3. Teachers and trainers training with the necessity of teaching students to self-care from the injuries of drug use through brochures, films, and workshops
4. Cooperation of the Education office with Drug Control Headquarters and Drug Abuse treatment Centers in order to conduct a wider and deeper research on students' knowledge and attitudes towards drugs and to operationalize the results in textbooks.
- 5- Prediction of extracurricular activities (including cultural, artistic, sports, and recreational activities) to strengthen addiction prevention programs at schools
6. Utilization of the students' inexhaustible force and strength through student-based programs as well as the use of volunteers to work at addiction prevention committees in schools
7. Awareness of the developmental stages of children, adolescents, and young people (mental, social and psychological changes of this period, their needs, and problems).
8. Inclusion of the attitudes and skills necessary for providing advice and consultation for the students who are at risk or addicts and their families, and their referral to an addiction counselor

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